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ABSTRACT

The real world of schools is a political world of power and influence, bargaining and negotiation. Teacher development must therefore take place within the micropolitical realities of schooling. This book describes how the micropolitics of educational leadership affect the working world of teachers and develops four approaches to leadership. Part 1 (chapters 1 through 3) examines closed control-oriented leadership styles and their impacts on teachers, students, and parents. Part 2 (chapters 4 through 7) discusses facilitative and democratic leadership styles and their effects on teachers, students, and parents. Chapter 1 focuses on data that delineate the micropolitics of authoritarian and adversarial principal leadership. In chapter 2 data about micropolitical interactions among teachers, parents, and students are discussed from the standpoint that teacher empowerment cannot and should not occur at the expense of the school's students and their parents. Micropolitics between and among teachers is the subject of chapter 3. The fourth chapter presents data that illustrate the unique ways that teachers respond to open versus closed principals. Ways in which open principals affect the micropolitical world of teachers are examined in chapter 5. Chapter 6 presents case-study data that show how open administrative leadership styles, through the manipulation of cultural, symbolic, and ideological dimensions of school life, may lead to more sophisticated forms of teacher control. The final chapter considers how schools might move to a more democratic form of leadership in which power is shared throughout the school. (Contains 226 references.) (LMI)

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